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Le document a pour but de décrire et de classer les principaux éléments du programme "Secondary English Language Arts I-V" des cycles I et II du secondaire, pour des fins d'évaluation sommative et ministérielle. Le document fait le lien entre le programme d'études et tout instrument de mesure s'y rattachant. Le document: 1. énumère les principes à respecter quand on évalue; 2. identifie et classe les éléments du programme qui doivent être pris en considération lors d'une évaluation sommative; 3. explique les dimensions à respecter; 4. énumère d'autres principes et considérations qui doivent être respectés lors d'une évaluation.

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INFORMATION DOCUMENT

ENGLISH LANGUAGE ARTS I-V
SECONDARY
CYCLES I AND II

DEFINITION OF DOMAIN

April 1988

Québec

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ENGLISH LANGUAGE ARTS I-V
SECONDARY
CYCLES I AND II

DEFINITION OF DOMAIN

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Direction de la formation générale

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INTRODUCTION

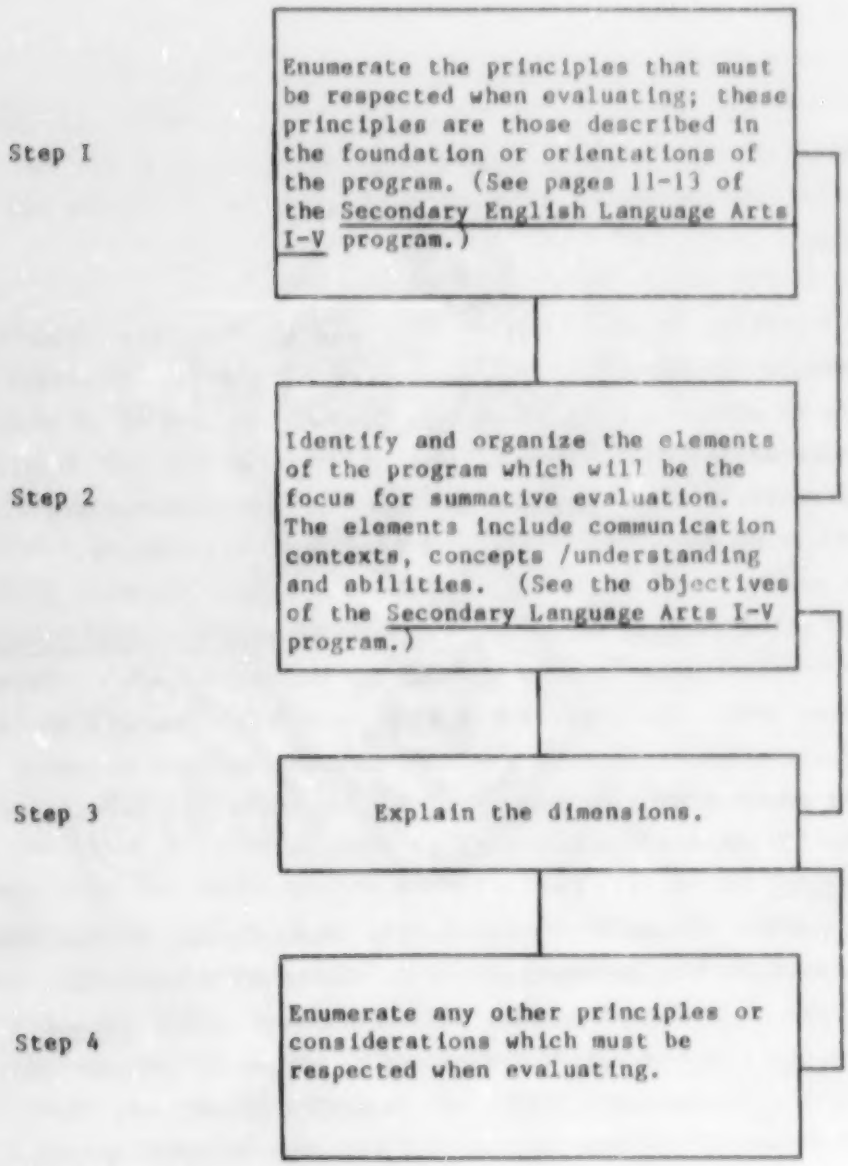
This document has been prepared in order to present the elements of the Secondary English Language Arts I-V program which are essential for summative evaluation of students in Cycles One and Two, Secondary.

This document also represents the first phase in the preparation of summative evaluation instruments for Secondary V school leaving examinations. It is on the basis of the content of this document that teachers and consultants who are responsible for developing the comprehensive uniform Secondary V school leaving examinations will design the examinations to be administered from June 1990 onwards.

The date by which the program, Secondary English Language Arts I-V (16-3236A) must be implemented in all Secondary V classrooms is September 1988. In June 1988 and in June 1989, teachers may decide to have their students sit the new comprehensive uniform Secondary V school leaving examination; by June 1990, all students in Secondary V will be required to sit the new examination.

This document represents the first stage in the development of summative evaluation instruments for Secondary V highschool leaving in conformity with the principles and objectives of the Secondary English Language Arts I-V program. Subsequent documents in this series will include the following: Table of Exam Specifications; Table of Item Specifications; Prototype Exam(s) and accompanying marking guide(s).

The development of the Definition of Domain for SECONDARY ENGLISH LANGUAGE ARTS respects a prescribed approach that has been outlined for the definition of domain in all subject areas. The steps in this approach are the following:


Step I
Enumerate the principles that must be respected when evaluating; these principles are those described in the foundation or orientations of the program. (See pages 11-13 of the Secondary English Language Arts I-V program.)
Step 2
Identify and organize the elements of the program which will be the focus for summative evaluation. The elements include communication contexts, concepts /understanding and abilities. (See the objectives of the Secondary Language Arts I-V program.)
Step 3
Explain the dimensions.
Step 4
Enumerate any other principles or considerations which must be respected when evaluating.

These steps comprise the Definition of Domain.

STEP ONE: ENUMERATE THE PRINCIPLES THAT MUST BE RESPECTED WHEN EVALUATING

The Secondary English Language Arts I-V program rests on a foundation provided by two conceptions of the uses to which language is put: as a means of coming to terms with ideas and experiences, and as a medium for communicating with others. Communication is viewed as a process which involves the students in identifying , employing and responding to the elements inherent in any communication context, or situation. The context of communication is the environment or situation in which the communication takes place; it involves a particular set of relations among sender, receiver and message rendered via a particular code and medium and concerning a particular referent. That is, the context provides a stimulus for communication, a stimulus which provides a motive for both the sender and receiver (see page 12 of the Secondary English Language Arts I-V program). In order for students to have the opportunity to use language and hence, be evaluated in their use of language, they must be placed in meaningful communication contexts that require them to think and to express themselves.

The evaluation of the students' abilities must, therefore, be on the basis of placing them within either the five Cycle One or the seven Cycle Two communication contexts specified in the Secondary English Language Arts I-V program (see pages 37-49 of the program document). These specific communication contexts represent the minimum expectations for all students in either Cycle One or Cycle Two and provide the situations within which the students' achievement of the sixteen objectives of the Secondary English Language Arts I-V program must be evaluated. The students, once they have weighed all the considerations of the communication context, must select the strategies they will use for successful communication.

The Cycle One and Cycle Two communication contexts of the Secondary English Language Arts I-V program (p. 37-49) describe the specific situations in which students must be placed at the end of Cycle One or Cycle Two in order to evaluate whether or not they have fulfilled the minimum expectations of the program for each cycle. Therefore, in the preparation of tasks/activities for the purposes of summative evaluation, a **MINIMUM OF TWO** communication contexts must be selected from those specified in the Secondary English Language Arts I-V program for Cycle One or Cycle Two. The tasks/activities developed within this **MINIMUM OF TWO** communication contexts must provide opportunities for the students to participate in the communication process as senders and as receivers. Finally, the tasks/activities developed within any **MINIMUM OF TWO** communication contexts must incorporate a balance from among the three functions of language and the four media of discourse specified in the Secondary English Language Arts I-V program.

STEP TWO: IDENTIFY AND ORGANIZE THE ELEMENTS OF THE PROGRAM WHICH WILL BE THE FOCUS FOR SUMMATIVE EVALUATION. THE ELEMENTS INCLUDE THE COMMUNICATION CONTEXTS, CONCEPTS/UNDERSTANDING AND ABILITIES

As previously stated (p. 3), it is the five Cycle One and seven Cycle Two communication contexts which specify the situations within which the students must be placed, in order to evaluate their achievement of the sixteen objectives of the Secondary English Language Arts I-V program. **The contexts themselves, then, are not evaluated, but merely serve as a stimulus for the intellectual operations of the communication process as identified in the sixteen program objectives.**

In the chart which follows (p. 6), each of the sixteen objectives of the Secondary English Language Arts I-V program has been represented within the general categories of concepts/understanding and abilities. Each ability and each concept/understanding, in turn, represents an **element** of the program which is considered essential for a comprehensive, summative evaluation in the language arts of students in Secondary Cycle One or Cycle Two. The elements (concepts/understanding and abilities) which appear on the chart are listed randomly; while all elements are derived from the sixteen objectives of the Secondary English Language Arts I-V program, the order in which these elements occur on the chart should not be interpreted as either a sequence or a hierarchy of either learning behaviours or knowledge.

By selecting **ANY ONE** Cycle One or Cycle Two communication context, specific tasks and/or activities must then be developed to incorporate all of the elements (concepts/understanding and abilities) included on the chart, which appears on the following page.

WITHIN ANY ONE (OF A MINIMUM OF TWO) CYCLE ONE OR CYCLE TWO COMMUNICATION CONTEXTS:

(CONCEPTS/UNDERSTANDING) With an understanding of: / (ABILITIES) The ability to:	the communication elements (e.g. sender, receiver, message, etc.)	the conventions of language (e.g. syntax, register, etc.)	precision and semantic awareness (e.g. vocabulary, semantics, etc.)	the functions of language (e.g. expressive, transactional, poetic)	the media (e.g. aural, visual, print, multi-media)	the modes (e.g. fiction, non-fiction, etc.)	organizational strategies (e.g. brainstorming, exploratory talk, revision, etc.)	the communication of others (see Related Content, Objective Six (c) of the program)
generate								
clarify								
expand								
identify								
assume an individual voice (in the communication of...)								
produce								
confirm								
reshape								
interrelate								
:ideas								

For example:

- WITHIN ONE SPECIFIC COMMUNICATION CONTEXT, THE STUDENT WILL SHOW THE ABILITY TO _____ IDEAS, WITH AN UNDERSTANDING OF _____.
- WITHIN ONE SPECIFIC COMMUNICATION CONTEXT, THE STUDENT WILL SHOW THE ABILITY TO GENERATE IDEAS, WITH AN UNDERSTANDING OF THE COMMUNICATION ELEMENTS.

THE CHART

The chart provides a visual representation of the essential elements of the Secondary English Language Arts I-V program which form the basis for comprehensive, summative evaluation. Further, as the chart indicates, the particular concepts/understanding and abilities identified must be evaluated within any ONE of a minimum of TWO Cycle One or Cycle Two communication contexts as specified in the Secondary English Language Arts I-V program; it is within these specific communication contexts that tasks/activities must be developed. As well, the tasks/activities developed for summative evaluation **must incorporate a balance from among the three modes of discourse, the four media, the three functions of language.** The tasks/activities developed within the **MINIMUM OF TWO** communication contexts must also involve students in the communication process **as senders and as receivers.** Finally, the selection of either the Cycle One or the Cycle Two communication contexts must be compatible with the students' grade level; the abilities of students in Cycle Two, therefore, must not be evaluated within the communication contexts specified in the program for Cycle One.

The following sections of Step Two describe the particular **concepts/understanding and abilities** which are represented on the chart in more detail.

CONCEPTS/UNDERSTANDING

The concepts/understanding selected for the purposes of a comprehensive, summative evaluation are derived from the sixteen objectives of the Secondary English Language Arts I-V program. The following pages identify and describe these concepts:

- The communication elements

The communication elements are identified in the Related Content of Objective One of the Secondary English Language Arts I-V

program (see p. 21 of the program document). They include the following:

- referent
- purpose
- sender
- receiver
- message
- medium and mode
- code

In order for the students to show an understanding of the communication elements, any comprehensive summative evaluation must provide opportunities for them to participate in the communication process in the roles of sender and of receiver, with a balance from among the various modes and media.

• The conventions of language

Several conventions of language are identified in the Related Content of Objective Two (a,b) of the Secondary English Language Arts I-V program (see p. 23 of the program document). They include the following:

- syntactical characteristics
- semantic characteristics
- characteristics and origins of dialect
- characteristics and origins of usage conventions
- characteristics of register

The students' understanding of the nature and function of language will be revealed through the responses and language choices they make within specific communication contexts. Such communication contexts will require that student performance reflect an understanding of the linguistic symbols and systems in place as revealed in the code employed in the context. The audience and purpose identified within each communication context will require that students respond to and use a dialect understood by, and the convention of usage preferred by the participant in the context, as well as a register that provides a shape and structure suitable to the purpose of the communication. (The Secondary English Language Arts I-V program, p. 22).

• Precision and semantic awareness

Examples of this concept are provided in the Related Content of Objective Two (c) of the Secondary English Language Arts I-V program (see p. 23 of the program document). They include the following:

- vocabulary expansion
- semantic awareness of the distinctions between abstract and concrete expression; and between literal and figurative language.

The particular communication context selected will determine how precise the students' vocabulary and expression should be, and what kinds of semantic relationships they will have to be aware of. (Secondary English Language Arts I-V program, p. 22.)

• Functions of language

An explanation of the functions of language can be found in the Secondary English Language Arts I-V program on pages 23 and 57. For the purposes of summative evaluation, the communication contexts selected and the specific tasks/activities developed **must allow the students the opportunity to respond to and to employ the expressive and either the transactional OR the poetic functions of language.**

• Media

The Secondary English Language Arts I-V program requires students to show an understanding of various types of discourse. This understanding is demonstrated when the students respond to and employ the media (aural, visual, print and multi-media) within a specific context (see Objective Three [a] in the program document, p. 25). Therefore, for the purposes of any comprehensive, summative evaluation, specific tasks/activities must be developed which incorporate **a balance from among**

two of the four media specified in Objective Three of the Secondary English Language Arts I-V program.

• Mode

Any instance of discourse is characterized, in part, by the mode which gives it form (see Objective Three [b] of the Secondary English Language Arts I-V program, p. 24, 25). Therefore, any comprehensive summative evaluation of the language arts must incorporate a balance from among the modes of discourse, which include fiction and non-fiction, the genres, tragedy, comedy, romance, satire, etc.

• Organizational strategies

Specific examples of organizational strategies, which include rehearsal strategies and the elimination of envisaged barriers with the intended audience, may be found in the Related Content of Objective Five of the Secondary English Language Arts I-V program (p. 29 of the program document). These organizational strategies include:

- brainstorming
- exploratory talk
- formulation of questions
- predicting
- sequencing
- comparison and contrast
- preparation of several drafts
- seeking and responding to feedback
- revision, restating, editing

The choice of the most appropriate organizational strategies will be intimately related to the specific communication contexts within which the particular students are working and to the students themselves. Therefore, for the purposes of any comprehensive, summative

evaluation, students are given the opportunity to demonstrate their understanding of the communication process and of the different types of discourse by using appropriate organizational strategies to formulate and to communicate their thoughts, ideas and responses to an intended audience, for a specific purpose.

• Communication of others

The Secondary English Language Arts I-V program involves students in the communication process by encouraging them to enter into various types of discourse, for different purposes, in the roles of senders and receivers. The direct feedback provided to any communication, by either the sender or the receiver, is an essential component of the communication process. The success of any communication depends on the understanding that sender and receiver must work cooperatively in order to comprehend the thoughts and feelings which are being expressed. The Related Content of Objective Six of the Secondary English Language Arts I-V program focuses on the development of the students' understanding of the importance of the communication of others in formulating and expressing his/her individual viewpoint. Therefore, in a comprehensive, summative evaluation, students are required to demonstrate an understanding of the communication of others as it relates to the communication process and to the demands of the specific communication context in which they are working.

ABILITIES

The terms selected to represent the various abilities which the students are required to demonstrate for the purposes of summative evaluation derive from the sixteen objectives of the Secondary English Language Arts I-V program. The following pages identify and describe these abilities:

• Generate

The students are required to show the ability to generate

ideas with an understanding of, for example: the sender's and/or the receiver's characteristics, the purpose of the particular communication, the message, the various modes, media and functions of language, etc.

• Clarify

The students are required to show the ability to clarify ideas with an understanding of, for example: the expressive and transactional or poetic functions of language, the visual medium, appropriate organizational strategies (brainstorming, revising, restating, etc.), the characteristics of dialect, etc.

• Expand

The students are required to show the ability to expand upon their ideas with an understanding of, for example: the relation between words and their referents, the distinctions between literal and figurative language, appropriate organizational strategies, such as editing, brainstorming, seeking and responding to feedback, etc.

• Identify

The students are required to demonstrate the ability to identify ideas with an understanding of, for example: the intended audience, the appropriateness of the medium, mode and code, the sender's intent, etc.

• Assume an individual voice

The students are required to demonstrate the ability to assume an individual voice when formulating and expressing their ideas, with an understanding of, for example: the mode, medium and code of a specific discourse, the sender's intent, the validity of their own expression and response in the light of others, their own sense of purpose as related to a specific context, etc.

• Eliminate barriers

The students are required to show the ability to eliminate envisaged barriers to communication with an understanding of, for

example: their intended audience, the importance of seeking and responding to feedback, legibility, gesture, appropriate revising and editing techniques, etc.

• Produce

The students are required to demonstrate the ability to produce ideas with an understanding of, for example: the process of preparing several drafts, the various modes and media of discourse, the set of relations among the sender, the receiver and the message in a specific communication context, etc.

• Confirm

The students are required to demonstrate the ability to confirm their ideas with an understanding of, for example: the responses of others to a given communication, the sender's characteristics and intent, the functions and the conventions of language, etc.

• Reshape

The students are required to demonstrate the ability to reshape ideas, showing an understanding of, for example: appropriate organizational and rehearsal strategies (brainstorming, questioning, revising, editing, restating, etc.), the communication elements as they relate to a specific communication context, the various modes of discourse, the communication of others, etc.

• Interrelate

When participating in the communication process in the roles of senders and receivers, the students are required to show the ability to interrelate ideas with an understanding of all the communication elements. The effectiveness with which particular students communicate their thoughts, ideas and feelings is related to the choices they make within the demands of the specific communication contexts selected, as well as the strategies they employ in order to communicate.

STEP THREE: EXPLANATION OF THE DIMENSIONS

The intersection of a concept/understanding and an ability (see the chart, p. 6) is called a **dimension.** It is the dimensions specified on the chart which form the basis for the development of particular tasks/activities for summative evaluation of the students' achievement of the objectives of the Secondary English Language Arts I-V program. All of the dimensions which appear on the chart (p. 6) must be represented in the specific tasks/activities developed within any **ONE OF A MINUMUM OF TWO)** Cycle One or Two communication contexts selected.

The dimensions represented on the chart horizontally, then, may be interpreted as follows:

- Within any ONE Cycle One or Cycle Two communication context, the student will show the ability to generate ideas with an understanding of the communication elements.

- Within any ONE Cycle One or Cycle Two communication context, the student will show the ability to generate ideas with an understanding of the conventions of language.

- Within any ONE Cycle One or Cycle Two communication context, the student will show the ability to generate ideas with an understanding of the oral/written/visual mode of discourse.

- etc.

Similarly, dimensions are represented on the chart when it is interpreted vertically:

- With an understanding of the communication elements, [the student will show] the ability to generate ideas within any ONE Cycle One or Cycle Two communication context.

- With an understanding of the communication elements [the student will show] the ability to clarify ideas within any ONE Cycle One or Cycle Two communication context.

- etc.

A **class of dimensions** is formed when any single ability intersects with all of the concepts/understanding listed on the chart horizontally. For example, the ability to generate ideas intersects with all the concepts/understanding listed horizontally, to form a **class of dimensions.** A class of dimensions may also occur when the chart is interpreted vertically. However, for the purposes of a comprehensive, summative evaluation in conformity with the principles and objectives of the Secondary English Language Arts I-V program, all of the dimensions must be represented in the specific tasks/activities developed within any ONE communication context selected. **Therefore, no one dimension within a particular class of dimensions may be considered representative of that class.** For example, the ability to produce ideas with an understanding of precision and semantic awareness may not be isolated in order to evaluate the students' acheivement of all the other dimensions which occur within this class of dimensions on the chart. Each dimension represents an essential component in the evaluation of the students' achievement of the sixteen objectives of the Secondary English Language Arts I-V program; all are therefore represented in a balanced fashion on the chart.

STEP FOUR: ENUMERATE ANY OTHER PRINCIPLES OR CONSIDERATIONS WHICH MUST BE RESPECTED WHEN EVALUATING THE STUDENTS' ACHIEVEMENT OF THE OBJECTIVES OF THE SECONDARY ENGLISH LANGUAGE ARTS I-V PROGRAM.

CONTENT

With respect to the content related to the tasks/activities developed within the selected Cycle One or Cycle Two communication contexts, all prerequisites must be those specified in the program. No assumptions that "all students know..." can be made. For example, it cannot be assumed that all students can deal with 16th century English as they may not have read Shakespeare. Or, literary terminology is not specified in the program and hence, students cannot be asked questions that demand the use of or comprehension of specific literary terms.

It is recommended that any material selected within the tasks/activities developed be evaluated for: the level of difficulty of the language (in some cases this is specified in the contexts), for its appropriateness in relation to the experiences of all students across the province (rural, suburban, urban, high and low socio-economic), and for sexist and racist stereotypes. Also, in order to give students a maximum of opportunity to develop and refine their ideas in the limited time of the comprehensive, summative examination, it may be useful to select materials and design tasks that have thematic links.

In selecting content and designing tasks/activities within any one of the Cycle One or Cycle Two communication contexts selected, item writers must be governed by the time available: for prerequisite activities, no more than FIVE brief tasks over a one-month period can be required and, in the formal examination period, no more than SIX hours in two or three segments. It is recommended that the comprehensive, summative examination take place in a class setting, where it is possible for discussions between or among students, where students are comfortable

and which is appropriate for the tasks they will be doing in the time provided on the comprehensive exam.

In selecting materials or designing tasks/activities within any one of the Cycle One or Cycle Two communication contexts selected, the potential difficulties in requiring complex audio-visual equipment and in recording clear audio-visual tapes must be considered. Therefore, they may not be included as part of the controlled six hour examination period. They may be considered, however, for use in prerequisite activities done outside of the six hour examination period.

In addition, the evaluation of students' oral abilities within the controlled six hour examination period may have to be limited. Certain oral tasks are more feasible than others. For example, in the controlled examination period it may be difficult for a teacher to evaluate the participation, in a group discussion, of each of the students in a class: however, the oral evaluation may be founded in the students' participation in group rehearsal strategies or on their reaction to an oral stimulus. Group rehearsal strategies and oral stimuli assume that the students have had the necessary prerequisite experiences specified in the program and that students have in fact mastered certain of the oral objectives of the program.

CONTEXT

The five Cycle One and seven Cycle Two communication contexts in what they specify define the minimum expectations for each of the objectives of the Secondary English Language Arts I-V program and it is these contexts that serve as the base of the comprehensive, summative exam. It is possible that in designing the comprehensive examination, those responsible may wish to modify these contexts. These modifications however cannot demand more of the students than the contexts in the program nor can they introduce new knowledge or prerequisites. The modifications may only be made by adapting portions of existing contexts

to create a new context and such modifications will have to be approved by the Coordinator of Language Arts, D.F.G., prior to proceeding with the creation of the comprehensive exam.

The comprehensive, summative exams for Secondary V highschool leaving will vary from year to year so that over a five year cycle all of the Cycle II communication contexts will be addressed at least once. Therefore, when designing the comprehensive exam, the contexts used in prior years will determine which will be selected in subsequent years. For example:

Year 1: Contexts II, V and VII
Year 2: Contexts IV and VII
Year 3: Contexts II and VI
Year 4: Contexts I and III
Year 5: Contexts I, III and IV

INTERPRETATION OF THE RESULTS

The prime objective of summative evaluation in the Secondary English Language Arts I-V program is to determine the extent to which the sixteen objectives which address the development and growth of the student in the area of the language arts have been realized. Therefore, it is recommended that the evaluation of the student's achievement of the sixteen objectives of the Secondary English Language Arts I-V program will result in the student being given one mark for language arts. The complete comprehensive exam portfolio (all rough drafts, charts, activity sheets, observation grids and final products) of the student must be examined and one examination result determined and recorded. The language arts are interrelated and must be evaluated as a whole.

The comprehensive examination will represent 50 % of the student's final mark. It is recommended that this examination be corrected in the individual schools as in the past and be corrected by a marking team and not by an individual teacher, more particularly not by the student's secondary English teacher only.

OTHER CONSIDERATIONS

Finally, with respect to Secondary V highschool leaving examinations, the nature of the students who will be sitting the comprehensive exam and the exigencies of the Ministère must be considered. In this regard, students writing the January comprehensive exam should be given the requirements for writing such an exam in October. For example, requirements might include certain activities that must be completed prior to the controlled six hour session and which will have to be brought to the exam.

As well, allowances must be made for those students mainstreamed into "regular classes". These students may have visual or aural impairments and/or other handicaps. **The focus for evaluation of these students must always be on their ability to participate in the communication process by whatever means the teacher and the student have used throughout the year.**

SUMMATIVE EVALUATION: CYCLE ONE

The Ministère does not require students in Cycle One, Secondary to sit a uniform, comprehensive examination in the language arts. However, teachers and school boards who are considering the development of summative evaluation instruments for this cycle are encouraged to follow the principles and approaches suggested in this document. The

focus for any summative evaluation of students at the Cycle One level must be on their progress towards the achievement of the sixteen objectives of the Secondary English Language Arts I-V program. This approach to evaluation respects the individual and developmental nature of language learning.

CONCLUSION

This document specifies the principles, contexts, concepts/understanding and abilities which provide the focus for a comprehensive, summative evaluation of the students' achievement of the sixteen objectives of the Secondary English Language Arts I-V program. It is on the basis of this document that summative evaluation instruments will be developed in conformity with the principles and objectives of the Secondary English Language Arts I-V program.

The "ministère de l'Éducation" gratefully acknowledges the efforts of the various teachers, consultants, administrators and of the members of the Secondary English Language Arts Advisory Council whose knowledge, commitment and feedback were essential in the formulation of this document.

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